

Hal yard

CHARLIE'S CHATTER

There has been a very interesting discussion on the AASL forum for the past several days. The role of the librarian and the role of the technology integrator, or specialist has been the subject of a vigorous exchange of ideas. The library community from across the country have expressed concern over these two positions that seem to be at odds with each other. Some of the remarks indicated that technology people or "techies" are trying to take over the role that librarians have been responsible for over the years. Concerns have been raised about the control of equipment, access, trouble-shooting, and hardware and software installation. After many postings, the real problem surfaced.

"At the root of the issue is if we are all educators, why aren't we working together to teach students and provide access to technology in an efficient manner. If a school is a community of learners, if we are all concerned about teaching and learning

(and that is everyone), then we will have honest professional conversations out of which will come collaboratively planned instruction building on the skills of all teachers/staff involved. The TL, the Tech and the teacher all working together can build fascinating instructional units, but fighting turf wars hurts everyone-funny how in many ways everything goes back to whether we are willing to "give" a little, to be flexible, to constantly open doors instead of slamming them. Are we, as individuals, willing to take the risks?" (quote from a posting)

And then I pick up the May issue of SLJ and there is an article on page 42 addressing this same issue.

We need to begin to think how we are going to develop the partnerships with the technology resource teachers that will be joining our faculties in the fall.

Something to think about: We can always use another sailor to help us raise our sails as we journey to the Bay of Academic Achievement.

TECHNOLOGY COUNTS IN VIRGINIA

Virginia is among the best in the nation at using technology in the classroom and giving students access to that technology, according to a national survey. The state is in a class by itself in one of the survey categories, capacity to use technology, and sits

among the top 10 states in two other categories measured in the Technology Counts 2005 report by Education Week magazine.

(http://www.timesdispatch.com/servlet/Satellite?pagename=RTD/MGArticle/RTD_BasicArticle&c=MGArticle&cid=1031782534934)

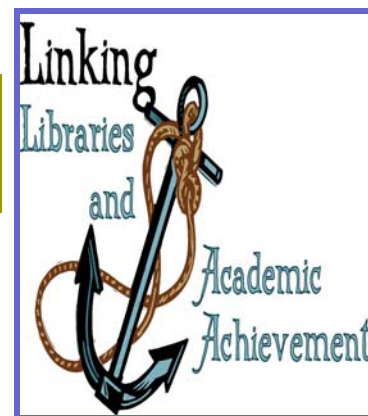


Virginia
Department of
Education

May 13, 2005

Dates and Events

- May 15-21 National Dog Bite Prevention Week
- May 15-21 National Running and Fitness Week
- May 15-21 Reading is Fun Week
- May 15 United Nations International Day of Families
- May 18 Visit Your Relatives Day



LINKING LIBRARIES RECEIVED RECOGNITION

The May issue of School Library Journal (SLJ) has awarded recognition to the Virginia Department of Education, library web site. The TechKnowledge section of the magazine has selected the site as the "Site of the Month".

The article quotes Kathy Lehman, librarian at Thomas Dale High School and VEMA president. She states the Linking Libraries project has provided her with engaging lessons that have helped her students develop critical thinking skills.

Kathy Ishizuka, author of this section of SLJ identified the site as providing a wide range of tools, from library advocacy power point presentations to the Powerful Partnership brochures for classroom teachers.



INFORMATION LITERACY AND THE SOL

How do you help teachers understand information literacy skills? Here is list of ideas for connecting the library to the classroom.

Mathematics Standards

The content of the mathematics standards is intended to support the following five goals for students:

- becoming mathematical problem solvers,
- communicating mathematically,
- reasoning mathematically,
- making mathematical connections,
- and using mathematical representations to model and interpret practical situations.

Science Standards

The use of current and emerging technologies is essential to the K-12 science instructional program. Specifically, technology must accomplish the following:

- Assist in improving every student's functional literacy.
- This includes improved communication through
 - o reading/information retrieval (the use of telecommunications),
 - o writing (word processing),
 - o organization and analysis of data (databases, spreadsheets, and graphics programs),
 - o presentation of one's ideas (presentation software), and resource management (project management software).

English Standards

Research standards are also developed across grade levels. In

grades nine through twelve, research is a separate strand. In kindergarten through eighth grade, research skills are incorporated in the reading and writing strands. Through these standards,

- students learn to acquire information from a variety of sources to use in planning and delivering presentations and reports.
- proficiency in these areas allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines.
 - o reading,
 - o writing,
 - o listening,
 - o speaking, and research skills

History and Social Sciences

- *History* enables students
 - o to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility,
 - o to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals
- *Geographic skills* include the ability to
 - o use maps, globes, and aerial imagery;
 - o to interpret graphs, tables, diagrams, and pictures;
 - o to observe and record information;
 - o and to assess information from various sources.

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Information Literacy And SOL

- *Civics* skills enable students to
 - o be aware of their rights;
 - o be willing to fulfill their responsibilities;
 - o be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.
- *Economics* skills enable students
 - o to make wise economic decisions about their own lives and become intelligent consumers, employers, and workers.

Popular Information Literacy Models

The Big6 Skills Information Problem-Solving Approach to Information Skills Instruction,- Michael B. Eisenberg and Robert E. Berkowitz <http://big6.com/>

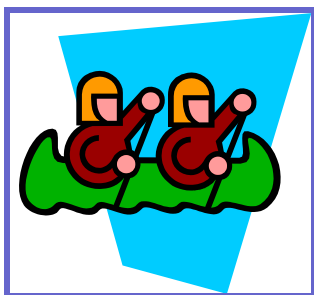
INFOZONE, from the Assiniboine South School Division of Winnipeg, Canada <http://www.assd.winnipeg.mb.ca/infozone/>

Pathways to Knowledge, Follett's Information Skills Model, by Marjorie Pappas and Ann Tepe <http://www.pathwaysmodel.com>

The Organized Investigator (Circular Model) by David Loertscher presented on the California Technology Assistance Project, Region VII's web site: <http://ctap.fcoc.k12.ca.us/ctap/Info.Lit/infolit.html>

The Research Cycle, created by Jamie McKenzie. <http://questioning.org>

Information Literacy: Dan's Generic Model - Dan Barron, University of South Carolina.



"Only the man not rowing has time to rock the boat" (Author Unknown)

Questions? Questions?

"Questions--not answers--are the heart of education." This statement by Dennis Duncan highlights the need for looking at the way we ask questions. "Kids need to be able to state a problem clearly in their minds and then know how to systematically ask the questions that will help them resolve it," Duncan says. He believes that students need to be able to understand syllogisms, construct "if...then" propositions, and to reflect on the data produced by the inquiries they make. "Kids need to be able to formulate theories, and then gather data to refine those theories." (For more information, <http://www.nwrel.org/scpd/sirs/4/snap13.html>)

In trying to raise the level of critical thinking skills in your students, one thing to try is to raise the level of questions that are asked. If we already know the answer, why ask the

question? Jaime McKenzie and others suggest that in order to raise the critical thinking skills of our students, we as educators need to ask better questions. His web site is www.questioning.org.

Examples from Jamie McKenzie questioning sites

Before

Go find out about Robert or Elizabeth Browning (or any other poet, general, prime minister, hero, character, celebrity, scoundrel or seer. What did he or she do?

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*We can not control the wind,
but we can adjust the sails.*



Questions?

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After

What were the 5 most distinguishing characteristics of Browning and how did they contribute to her success or failure? What made her great or not so great? What are the 2-3 most important things you learned about her that might serve you well?

Before

Go find out about the Victorian coast (or any other region, city, town, state, province or nation). How long is it? How many people live there? What is its climate?

After

What are the biggest challenges or threats facing the coast? Rank the ten biggest from highest to lowest importance and explain why you rank them thus. What should be done about these challenges?



You have questions, librarians have answers!